

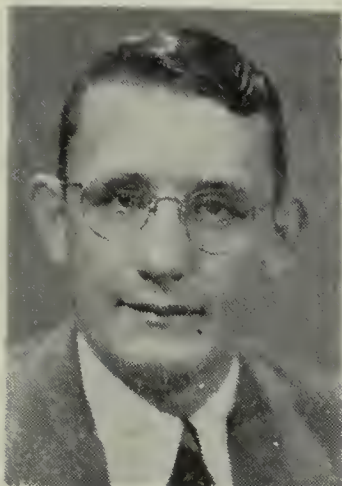
BIENNIAL REPORT
of the
IDAHO STATE SCHOOL
FOR THE DEAF AND
THE BLIND

for the
Biennium 1947-1948



Gooding, Idaho

Graduates of the Department for the Blind
1948



Darrell Lewis Terry
Baker, Idaho



William (Pete) Russell Johnston
Castleford, Idaho



Nila Lillian Hansen
Teton, Idaho

Graduates of the Department for the Deaf

1948



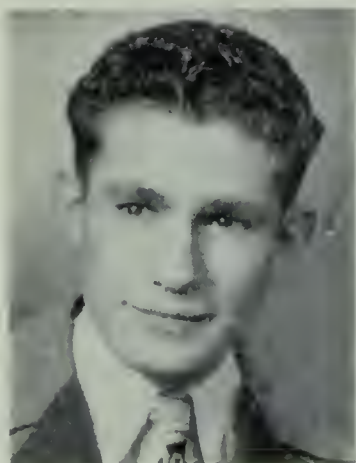
Jack Chester Stroud
Rupert, Idaho



George Sharp
Oakley, Idaho



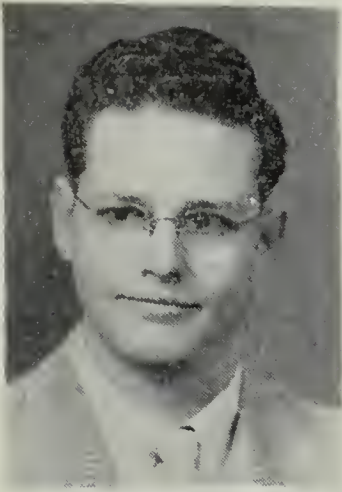
Etta Rhea Cabbage
Plummer, Idaho



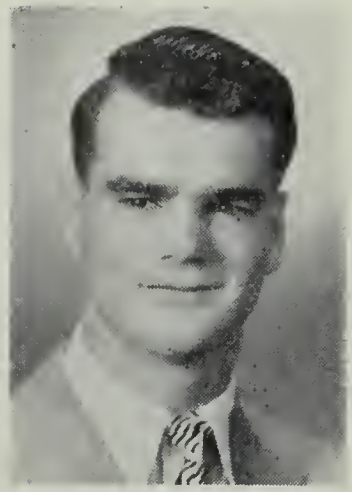
John Alexander Cabbage
Plummer, Idaho



George Juichiro Yamagata
Jerome, Idaho



Lynn Frank Orgill
Pocatello, Idaho



Vally Tracy
Yost, Utah



Faculty of The Idaho School for the Deaf and the Blind

Personnel, July, 1947

OFFICERS OF ADMINISTRATION

Burton W. Driggs, M.A., Superintendent Wilhelmina Lamb, Bursar
Fern Vail, Secretary

DEPARTMENT FOR THE BLIND

Dena Hill Gustav Flechtner, Music Page Bird, B.S.
Emma Johnson (Part-Time)

DEPARTMENT FOR THE DEAF

LaPearl McPherson, B.S.	Mildred Fouts, B.S.
Mae Snively	Evelyn Lindstrom, B.S.
Ann Sackman	Loyce Melton
Dorothy Day	Pearly Carrico
Genevieve Tucker	Thomas Berg, B.S.

INDUSTRIAL DEPARTMENT

Edythe Purcell, B.A., Art,	Basketry and Rug Weaving
LaPearl McPherson, B.S.	Tempa Lou Walker
Printing	Physical Education
Mrs. Betty Berg	Haruo Morita
Home Economics	Shoe Repair and Leathercraft
Myrtle P. Turner	Thomas Berg, B.S.
Cosmetology	Coach
Arthur Severance, B.S.	
Industrial Arts and Typing	

HOUSEHOLD DEPARTMENT

Mrs. Hattie Finch	Mrs. Edith Burnett
Mrs. Stanley Miller	Mrs. Betty Berg
Mrs. Ida Copeland	Mrs. Marie Dodge
Nona Stagner, Th.B., Matron	Naomi Smith, Nurse
	Thomas Berg, B.S.

Personnel, July 1, 1948

OFFICERS OF ADMINISTRATION

Burton W. Driggs, M.A., Superintendent Nola L. Collings, Bursar
Fern Vail, Secretary

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Dena Hill Mae Snively, Music Page Bird, B.S.
Emma Johnson (Part-Time)

DEPARTMENT FOR THE DEAF

LaPearl McPherson, B.S. Mildred Fouts, B.S.
Mr. Edmond Cassetti Evelyn Lindstrom, B.S.
Marjorie Miller Genevieve Tucker
Loyce Melton Pearly Carrico
Thomas Berg, B.S.

INDUSTRIAL DEPARTMENT

Mr. Edmond Cassetti	Arthur Severance, B.S.
Printing	Industrial Arts & Typing
Mrs. Hattie Finch	Mrs. Bertha Cassetti
Home Economics	Physical Education
Edythe Purcell, B.A.	Thomas Berg, B.S.
Art and Rug Weaving	Coach
Myrtle P. Turner	Haruo Morita
Cosmetology	Shoe Repair and Leathercraft

HOUSEHOLD DEPARTMENT

Mrs. Hattie Finch	Nona Stagner, Th.B., Matron
Mrs. Edith Burnett	Mrs. Mildred Fouts
Mrs. Marie Dodge	John A. Cabbage
Mary Powers, R.N.	George Sharp
Mrs. Stanley Miller	

Report of the Superintendent

To the State Board of Education:

I hereby present for your consideration the Eighteenth Biennial Report of the Idaho School for the Deaf and the Blind for the period ending June 30, 1948.

During the period covered by this report we experienced a great deal of difficulty in securing trained teachers, in fact, there simply were no applicants for positions. This situation was faced by all institutions of this character in the United States. The war had occasioned it. Teachers had left the profession to join all branches of the service. By the time the war was over many of them had married and others found greater inducements in other fields of work. Even to this day there is a critical shortage of teachers for the deaf and the blind. Fortunately at this time, however, I am pleased to report that we have secured the services of five well-trained men and women who make a promising addition to our faculty.

Because of the serious teacher situation I have had to request increases in salaries. Competition in these fields is growing increasingly noticeable as states with greater resources are naturally in a better position to lure talent in their direction. Idaho has to compete with such states as Florida, California, and Colorado. Teachers, too, are ever seeking social and cultural advantages offered by other states. We have not, therefore, been in a very favorable position to outweigh those advantages. We do, however, have a sunny climate with delightful recreational opportunities which we stress, Sun Valley being only seventy miles away.

We have been unable to realize any building construction since the war due to factors beyond our control, material costs, labor shortages, etc. We have been given to understand that there is some hope for such construction in the near future wherein we might be granted additional funds to build a Girls' Dormitory and a Gymnasium. In my special requests to the State Planning Board I have urged the serious need of consideration for these major structures.

Fortunately, during this period of no expansion in our material plant, we have been able to convince our State Board of the necessity of attracting superior professional talent here to train our teachers during the emergency. Although this training was necessarily brief and sketchy, it did provide enough Idaho women from our higher educational institutions some technical training to keep the school operating. Several of them who have adopted these professions as their life's work, took advantage of Special Work offered at Ypsilanta, Michigan this summer, a report of which experience is incorporated herein. Our instructor in the Lower School for the Blind who was privileged to attend the National Convention for the Blind at Austin, Texas also brought us an enthusiastic account of her professional contacts there.

In June, 1947, I attended the National Convention of American Instructors of the Deaf at St. Augustine, Florida where the most progressive methods of instruction were presented to administrators in that field. Exhibits, too, were attractively arranged for the interest

of all in attendance. Prominent educators from all parts of the world were brought to share the wealth of their experiences in this great work.

I am in hopes that our Legislators will be, as they have always been, most considerate in granting our requests for monies. These children in our care are desperately handicapped and do deserve your sincere attention. We are justly proud of their achievements throughout the years, and do feel that without your interest and provision for the maintenance and expansion of this Institution, they would be but a burden upon society. So long as this Institution is generously supported, I am satisfied that you can point with pride to its products, which alone justify its existence.

The Primary Department for the Blind

The Primary Department for the Blind includes the first six grades and two academic subjects for the 7th.

In our academic work, as in the public school we follow the State Course of Study.

In addition to our crowded daily program, we take time out for some Constructive Activity.

The Language Classes had pen pals, and exchanged letters with students in other states and countries.

They also joined the Junior Red Cross. We made booklets for Junior Red Cross boys and girls over seas. In return we received a booklet from China.

At Christmas time we made gifts for mothers and special friends.

On all other holidays we decorated cards and braille greetings for parents and friends.

We joined the Audubun Bird Club. With the aid of the talking book—on songs for birds—this proved a worth while project. Each child had a colorful booklet to take home. The story of each bird was written in braille so that he could read the story to mother.

We continued our radio broadcasts throughout the year with varied programs. This Radio Unit has proved very helpful in my crowded room with so many grades. I can use the entire group to constructive advantages.

With this unit we entertained the A.A.U.W. Club, Sorosis Ladies Club, Assembly and the State Board.

Each month the students furnish written articles for the Optimist.

The 7th grade took the State Tests in Health and Arithmetic.

"The play's the thing," is particularly true for the blind. We have given several little plays and dramatizations in our room. Freedom of action and movement, self confidence, and proper use of the

voice were gained by the blind in these little productions.

Many new texts and story books were added to our library. Also a talking book with a variety of history and bird records.

A record player and several albums of primary records were a delight to our department.

For Diversion: The Blind children look forward to Saddle Horse Day. On this day Mr. Driggs brings out his spirited horses; each child with help is allowed to ride.

May Day has been set aside as Dress Up Day, on the campus. The students dress in costume, play games, compete for prizes, and enjoy a big picnic lunch.

In all we do in work or play, our outstanding aim is to train the blind child to live and work in a seeing world, that he may be capable of competing with normal people when the time comes for him to leave our Residential School.

MRS. DENA HILL,
Instructor.

The Thirty-Ninth Biennial Convention of American Association of Instructors of the Blind met June 21 to June 26 at Texas School for Blind, Austin, Texas.

207 teachers from 36 states and 6 Latin American countries attended the convention.

The five days program consisted of intensely interesting addresses and discussions for teachers of the Blind. Many of the sectional meetings were scheduled at the same hour, which made it impossible to attend all the meetings. Hence I had to choose the subject most vital to my needs.

A much discussed topic was, methods of Introducing Grade 2-Braille to Primary Children. This method is still in an experimental stage. Perkins and Kentucky reported good results starting beginners with Grade 2 instead of Grade 1 and Grade 1½—then Grade 2 as we have been doing in the past. It intrigued me since it took me back to Public School Principles—Starting the child with the phrase, then the word—last but not least, the letter. This method involves a lot of work on the part of the teacher. She must braille the flash cards, etc.—again money is involved because there is much need for braille writers—also the texts will have to be replaced with texts written in Grade 2.

A strong plea to keep the Residential School made us all aware of the value of them to the Blind Students all over the world. This was followed by the Need of a Sight Saving Department in connection with the Residential School. The main reason for this addition to the program is that the public schools are not meeting this need, and it seems likely that it will be at some distant time, if ever, before they will. At present the partially sighted child has to learn braille or sit in public school unable to read fine print. Statistics show that one out of every 500 pupils need sight saving provision. One in every 1900 are blind.

The cost of a sight saving room in Kentucky School was estimated at \$3,000.00 to \$5,000.00. Their beginning enrollment was 15 pupils. At the end of two years their enrollment now has reached 60 pupils. Hence the room will pay for itself financially as well as physically.

At the present time only Readers are available. Our Basic Readers will be ready September 1st at the Printing House for the Blind.

When choosing a room for sight saving, it should be on the second floor, if possible, in order to avoid glare from the sun shining on the snow in winter. It should also have good natural light, and the light should come from one side only. Artificial lighting should be incandescent, placed according to the directions of an illuminating engineer.

Two translucent buff shades at each window, with a V-shaped bar over the rollers to prevent streaks of light from entering. These shades have to be adjusted frequently during the day. In the corner of the room should be an electric eye which keeps lights regulated. The light should be turned on in the morning and let the eye control the lights for the rest of the day. It is surprising how many times during the day it is necessary to have the lights on in order to maintain the required amount of light throughout the day. The walls must be light cream and the ceiling an off white to give the full benefit of the reflected light. To prevent glare the cabinets and shelves must be painted in a soft cream and a dull finish. In fact, all large items are kept as light as possible to avoid light absorption and are painted on a dull finish to avoid glare.

Chalk boards are preferably glass, if not available just black board with soft white chalk. When boards are not in use, cream colored shades are pulled over them to reduce the amount of light absorption.

The desks should be light blond, or maple, tilting tops and an adjustable rack for holding books. In accordance with the sight saving plan the seats are placed approximately at a 30 degree angle to the windows so that light comes over the back and left shoulder of each child. Since seats are loose they can be readily shifted if we notice that a shadow is on the work of the child. Those who are left-handed sit with the light coming over the right shoulder.

The Clear-type books are printed in 24-point Caslon bold type, on cream colored paper slightly rough and not glazed. For students who read small type use book in 18-point, some 12-point. Sometimes the child goes from larger to almost normal. Sometimes braille to Sight Saving.

Each child should have a magnifying glass, cyndrical type.

The class room paper is the cream manila unglazed with wide green lines. Large lead pencils with soft lead. Also Wall Charts-Maps, etc.

Each child must be examined by an ophthalmologist. He has to have a 20/200 or 70/200 before he is admitted to the sight saving department.

Canes for Traveling

The Maryland school for the Blind teaches traveling, by the use of canes.

Mr. Andrews says, "It is very important to teach the child to travel." "There is as much to travel as to music." They have a specially trained teacher who teaches the child how to use a cane. They go to and from class rooms on the campus with the aid of canes, after awhile they are allowed to go down town alone. Older students learn quickly because they realize the need.

There is another interesting thing that New York is doing for her blind. They have a Summer Employment Program at the Batavia State School.

Indiana has Prevocation and Vocational Training in Schools for Blind. Mr. Lambert says "The school should deal with problems of making a living."

A panel discussion: Mental Hygiene in Schools for Blind led by T. E. Stough, N. Caroline, and D. W. Overbeay, Kansas.

Teachers must be aware of the mental problems of the blind child. The best cure is a cheerful teacher with a sympathetic understanding. The teacher should have a goodly share of common sense, also a sense of humor.

Mr. Allen, Superintendent of the Texas School for the Blind, was an inspiring personality of the meeting and a delightful host. His capabilities should prove to the blind that they, too, can ride their handicaps through to victory.

All good things, the familiar adage tells us, must come to an end. I could hardly bring myself to depart from this enchanted State. The State where there is no end of hospitality and good will.

The association with outstanding leaders of the blind, not only from the United States, but also from the old world, gave me a fuller realization of the great responsibility before me as a teacher of the blind and a deeper appreciation of my own State School of Idaho.

MRS. DENA HILL,

Instructor of Primary Blind.

Advanced Department for the Blind

The Advanced Department for the Blind includes the seventh and eighth grades, and the four years of High School. We follow the State Course of Study, and the requirements for graduation from our High School are those set up by the State Board of Education which are:

1. One unit of United States History and Government.
2. A major consisting of three units of English.
3. Two minors of at least two units in any two of the following fields: mathematics, natural science, social science, foreign language.
4. In addition to the above requirements, the pupil must elect subjects to acquire a total of seventeen units.

The graduates of our High School meet in full the college entrance requirements should they wish to continue their education. The three graduates this year expect to go on to college. As the teaching staff is small in the Department for the Blind, the student has a rather limited choice of subjects. The following subjects are offered in High School.

Freshman

1. English I
2. Algebra
3. General Science
4. Ancient History

Sophomores

1. English II
2. Plane Geometry
3. Biology
4. World History

Juniors

1. English III
2. U.S. History & Govt.
3. Spanish I
4. Sociology & Economics

Seniors

1. English IV
2. English History
3. Spanish II
4. International Relations

The seventh and eighth graders take the State Examinations as a check-up on the material taught. In these grades, as a preparation for high school work, Grade Two Braille is taught.

Typewriting is begun in the sixth grade. It is a great help to the student in preparing his lessons. There are five typewriters in the Advanced Department for the use of the students.

The Talking Book is helpful in almost every branch of classroom work, and especially so in keeping up with the required reading in Literature. The records are sent us from a branch of the Library of Congress.

Our students take part in dramatic productions, declamation contests and give programs for different civic organizations such as the Eastern Star, Lion's Club and Rotary Club. They often attend plays and special musical programs at the Public High School. Each month the students contribute to the Optimist.

Our aim is to develop independence and self-reliance in the student, and to broaden his interests and his outlook in such a way that he may become a well adjusted happy citizen among his fellow workers of the seeing world.

PAGE BIRD,
Instructor.

Music Department

The music department is one in which all students may share their interests. Through music the student expresses his inmost self. Learns self discipline through employing concentration and patience. Music is taught with a view to furnishing employment; a profession or means of livelihood if a student shows special talent; and is an aid to culture and refinement. We have regular and well-planned music classes. The "average" student is given every advantage the "gifted" student is given, if it is desired. Music is an important factor for life happiness regardless of performance talents; and life happiness is the aim of all sound education.

Instrumental

Instruction is given individually and some ensemble in brass, woodwind, stringed instruments and piano. Every student has the knowledge of the scales, arpeggios and chords which are commonly used.

Vocal

Instruction is given in individual vocal lessons. All students are members of a chorus. Folk songs, patriotic and popular choruses are studied.

Braille Music

Braille music instruction is provided for those desiring the course. For a student that plans advanced study, this is valuable because music written in braille is limited and the student has the advantage of writing the music he has learned.

Activities

The music department has given some very pleasing and successful programs for civic and social organizations of the surrounding towns as well as our own school entertainments. Last school year we gave programs for the Rotary Club, Lions Club, Kiwanis Club, Church Services, Sorosis Club, High School Assemblies; and our own "Christmas Tableau," Commencement and "Open House" program.

Biennial Report of the Printing Department

As a school subject, printing, which is tied up with every single human endeavor, has the greatest of possibilities. It has a wider reach, makes more necessary contacts, fits into the life of each individual in a more effective way than almost any subject in the curriculum. It is chiefly because of these attributes that printing is such an ideal industrial arts subject. Its field is one in which there can be infinite study and research. This is true for the deaf pupils as well as for the hearing one.

As a character and habit forming medium, printing is excellent.

The pupil must learn orderliness, accuracy, neatness, and cooperation.

The prime necessity for teaching printing is the correct use of English—the most important subject in the entire curriculum for the deaf student. In no other shop class does the use of English play so important a part. It is an integral part of the printing trade itself. The raw material of the printing trade is language—any language, words, spelling of words, division of words, punctuation of sentences, paragraphing. The constant reading necessary in the composition of type keeps ever before the pupil the correct association of words, their correct spelling. New words are added to the vocabulary, new ideas are presented, and the pupil unconsciously gains a larger fund of knowledge.

Texts used in the department are "The Practice of Printing," by Ralph W. Polk, "Lessons in Elementary Printing and Instruction Sheets," by Stanley Hlasta, "First Year Outline in Elementary Printing," by LaPearl McPherson, International Typographical Union Lessons, "Linotype Instruction Book," by John R. Rogers, and "The Mechanism of the Linotype," by John S. Thompson.

The shop is well equipped to teach the fundamentals of the printing trade.

Each month during the school year an eight-page magazine, "The Optimist," is printed; all the copy, with the exception of the editorial page and a feature article, is written by the pupils of the literary departments. Before the critical paper shortage, "The Optimist" regularly contained sixteen pages. Other production work includes all types of jobs which would be produced in a commercial job shop—the majority of the forms used in the school, bill heads, requisition forms, letter heads, envelope corner cards, baggage tags, dance programs, dodgers, package labels, programs for plays, and the other dramatic productions given by the school.

The success of graduating student printers and the labor shortage have created a demand for our printers which we are not able to supply.

The following nine former students of the printing department now earn their living as printers: Arthur Ellis, Winnemucca, Nevada; Raymond Pierce, Los Angeles; Chester Ashton, a hard of hearing young man, owns part interest in two newspapers, The Blue Mountain Eagle at Canon City, Oregon, and The John Day Valley Ranger at John Day, Oregon; Don Pettingill owns his own commercial job printing shop at Lewiston, Idaho; Lawrence Anderson, Salt Lake City, Utah; Joseph Foley, Spokane, Washington; Demar Morgan, employed on the Pocatello Post, a daily newspaper, at Pocatello, Idaho; Jack Stroud, pressman on the weekly newspaper at Rupert, Idaho; and Robert Mayfield, a hearing young man, who took a three-year course, while attending Gooding High School. He is now employed by a lithographing company at Los Angeles, California.

Joseph Foley of Spokane recently completed his five-year apprenticeship and was initiated as first-class journeyman printer of the Spokane Falls Typographical Union, No. 193. Another deaf printer administered the oath in the sign language. This was the first time for the Spokane union to conduct this ceremony in this manner.

LAPEARL MOORE McPIERSON,
Instructor.

Physical Education

Physical Education is education by means of physical activities. It is commenced with the big muscle activities and related factors which influence the development of the child and the physical and social efficiency of the adult.

Physical Education is important to both the deaf and the blind child. They also must feel the spirit of competition, team work, and sportsmanship. They, more than others, need to develop symmetry, control, and grace of bodily movements, the ability to meet physical emergencies, alertness, and quick response, and an active response to rhythm. These children, like other children, must develop courage, self-control, self-sacrifice, courtesy, kindness, loyalty, obedience, honesty, cooperation, and initiative. They, more than any others, need Physical Education to help prevent physical handicaps and to help improve physical efficiency and individual posture.

The general objectives of Physical Education are:

1. The development of organic vitality.
2. The development of many specific neuvo-musculin skills.
3. The development of proper ideals and attitude towards Physical activity.
4. The establishment of desirable habits of conduct.

In this department these objectives are accomplished through athletic games, corrective physical education, hunting games, mimetics, posture, relay races, dancing (folk and tap), story physical, and stunts (tumbling). Each child is graded upon individual improvement.

Department of Art, Basketry and Rugweaving

During the past biennium, 1946-1948, the pupils in the Art Crafts, Basketry, and Rugweaving Departments have accomplished a creditable amount of work. The department has adequate housing; composed of an art room, a weaving room, a room for basketry and related crafts, a utility room, photographic dark room, craft room, and supply room.

The object of this department is to give the children a working knowledge of the mediums in the art field; a keener enjoyment, knowledge, perception, and recognition of beauty, the ability to make use of their latent talents or the enjoyment of the talents of others; to make their homes and their lives more attractive through art which is both decorative and functional, and to appreciate the beauty in their surroundings and in nature.

A new class and craft has been added to this department during the past year, a class in photography. For sometime we have planned to have this class, but due to war time restrictions we were unable to accomplish this project. But during the past year we have acquired a dark room, with equipment for the development, printing,

and enlargement of films and negatives. A keen interest has been aroused and the pupils enrolled in this class were most painstaking and interested in the work. We hope, in the near future to obtain a good camera so that the mechanics of good, planned picture taking can be studied. We hope and trust that this class will develop into a really worthwhile study, so that the pupil might use it for profit as his chosen vocation.

The National Convention of American Instructors of the Deaf, was held at the Florida State School for the Deaf, Saint Augustine, Florida in June, 1947. As instructor of art in the Idaho School for the Deaf and the Blind, I was asked to give a talk and demonstration on the "Silk Screen Printing Process." In the other meeting a talk was given on "Creative Art" followed by a round table discussion. Favorable comment was given concerning the two meetings.

Department for the Deaf

In the Art Department, the classes are divided into three groups, primary, intermediate, and advanced.

The children in the primary art classes use pencils, crayons, crayolas, and scissors as their mediums. They learn to draw and color simple objects and squared paper designs. They enjoy drawing pictures of experiences which they have had. They have had clay modelling, cut paper work, lettering, and the correlation of language with their drawing has been attempted.

The intermediate boys and girls have had free-hand drawing, water color, pastel drawing, painting with "Sketchos" and "Payon" color, wood carving, designing, and decorative painting of boxes, bowls, and trays, silhouette drawing, bead work, clay modelling, and pyrography, also seasonal work. In the execution of these drawings and projects we strive for good composition, fine line, color, and applicableness of design to the object under decoration. Some of their work is imaginative and original, while some is copied.

The advanced boys and girls have had free-hand drawing, poster, block-printing, oil painting, wood carving, pen and ink drawing, pastel drawing, and have helped with the decorating for school parties and dinners. They have enjoyed the drawing and coloring of illustrative and decorative panels; using chalk, tempera, "Sketchos," "Payons" and India ink as their mediums. The girls have designed and etched small metal objects. Both the boys and girls have designed and decorated wooden boxes, bowls, and trays. They have been executed using oil paints as their medium of decoration. They have been carefully and painstakingly done, giving an enamel like surface. Other crafts are pyrography, photographic painting, and Indian bead work.

The older girls have accomplished a considerable amount of work on our four pattern looms and rug loom; learning the mechanics, drafting and reading patterns, setting-up, and the weaving of rugs, scarfs, pillow tops, mufflers, and wall hangings.

Four periods a week have been allotted to a class for boys who are particular craftsmen in leather tooling. The pupils in this class, using calf skin as their medium, plan, design, trace, tool, and lace many useful articles of leather, including book marks, coin purses,

bill folds, belts, and hand bags. Some book binding, and metal work is done by the boys and girls in this department.

Department for the Blind

In the Basketry classes the classes are divided into three different age groups: primary, intermediate and advanced. The object and aim of this department is to teach the children useful crafts, to teach them to use their hands to better advantage, which, will in any way help them to be more adept and independent.

The primary children use peg-boards, oil cloth mats with bamboo spokes, disc mats, the hammock weaving frames, and the Tyndall weaving frames; later they learn to weave simple mats, baskets, and to weave decorative coverings for jars and vases, using the simple centers, weaves, and borders.

The intermediate and advanced children have made fruit, flowers, candy, mending and waste paper baskets, trays, vases, woven around bowls and jars in a decorative manner; using reed and fibre cord as their medium. They have learned how to make and repair woven furniture. Other crafts which the blind children have particularly enjoyed are knitting, crocheting, waffle weaving, and clay modelling. Some of the partial sighted children have enjoyed lettering, drawing, coloring, and wood carving. Some of the totally blind children have learned the "Square Hand" writing method. The boys have helped with the decorating of the recreation room for school parties.

We have acquired besides the photographic equipment, new tools for leather work, numerous books, magazines, portfolios, and pamphlets all relative to our work; all of which have been used with great interest and to good advantage.

EDYTHE PURCELL.

The Advanced Department for the Deaf

Much progress has been noted in the preparation of a well balanced pattern to prepare the students of the Advanced Department for the Deaf for further advanced work at Gallaudet College, Washington, D. C., and, in case of personal preference, at various public high schools and hearing colleges.

While there has been little success resulting from following the pattern outlined below, it is generally felt that within a few years considerable improvement in class objectives will be accomplished.

Outline of pattern:

1. Three (3) years of General Science, supplemented by extensive laboratory work
2. One (1) year of Advanced Arithmetic
3. Two (2) years of High School Algebra
4. One (1) year of Civics
5. One (1) year of U. S. History

6. Two or three (2 or 3) years of Literature
7. Two or three (2 or 3) years of Junior and Senior High School English—Prieis and General composition

This pattern was set up to provide the advanced students with the approximate range of work expected of them by Gallaudet College. In the future, the pattern will be given changes to meet the demands made by the entrance examination requirements of Gallaudet College.

It must be remembered that a certain amount of allowance must be given for the average advanced deaf student who, by misfortune, has lost precious use of his hearing. The loss greatly reduces the rate at which he would advance in any normal public school.

THOMAS O. BERG,
Instructor.

During the summer of 1948, three of the teachers in the Department for the Deaf, Miss Pearly Carrico, Mrs. Jennie Tucker and Mrs. Mildred Fouts, took advantage of a double opportunity for professional inspiration and stimulation.

We attended the fifty-eighth meeting of the American Association to Promote the Teaching of Speech to the Deaf which was held in Detroit, Michigan, June 21-25. We were privileged to hear such notables in the field as Clarence Hudgins of Clarke School, Richard Silverman of Central Institute, Dr. O'Connor of Lexington School, Mary Numbers, Gladys Rugh, Rachel Davies and Enfield Joiner.

The Detroit Day School was host to the convention. We were constantly thrilled and amazed as we listened to the fine demonstrations of their class work in all grade levels.

We were very fortunate to be present at the World Premiere of Acousticon Group-Hearing Equipment demonstrated in conjunction with Television. The Group-Hearing Equipment can be used in all of the usual ways but the use of the Acousticon with Television is an added feature that will grow into something very wonderful and important in the education of the hard of hearing child.

We also saw a demonstration of the Chromovox which is a new audio-visual aid for speech improvement. Mary C. New, Speech Supervisor at Lexington School for the Deaf, N. Y. C., speaks of it as follows—"The Chromovox is the finest instrument I have ever seen for speeding up the speech for the deaf."

Following the convention we were enrolled in the six weeks summer session of the Horace H. Rackham School of Special Education in Ypsilanti, Michigan. The Horace H. Rackham School of Special Education is a public day-school for handicapped children. It serves the city of Ypsilanti and surrounding school systems. The school is administered by the Michigan State Normal College and the Ypsilanti Board of Education. It serves as a laboratory-school for the training of teachers of handicapped children. The building is a gift of the Horace H. and Mary A. Rackham Fund of Michigan and cost \$300,000.00. A degree curriculum is offered in the following fields of Special Education—Deaf; Hard of Hearing; Blind and Partially Seeing; Mentally Retarded, and Crippled. Graduate work in

Special Education leading to advanced degrees is offered in cooperation with the University of Michigan.

A study load of five hours credit for the six weeks is advised. We felt that we had come so far that we finally managed to get permission to register for seven credit hours. Speech, Speech Reading, Language, Methods of Teaching Reading, Testing Auditory Acuity, Introduction of Exceptional Children and Practice Teaching were registered on our cards. The theory and methods courses were supplemented with class demonstrations, conferences, lectures and observations of all of the various types of handicapped children enrolled in the school. The contact with other types of handicapped children was very valuable, I feel, because a deaf child often has an additional handicap to overcome.

We watched the deaf children discriminate between the visible speech patterns on the Cathode Ray Translator. This visible-speech instrument was developed by the Bell Telephone Company and has been set up in the Rackham school for the past two years as an experimental program. Translator patterns are being evaluated in speech education and speech improvement of the deaf, and in reading visible-speech for communication purposes.

There were teachers of the handicapped in attendance from thirty states, Canada, Nicaragua and Greece. All of us were very anxious to share experiences and to talk over mutual problems. We felt that these contacts were invaluable.

We feel that the facilities of the Horace H. Rackham School of Special Education offers an unusual opportunity for professional training and growth to teachers of all types of handicapped children.

MILDRED FOUTS

Hospital Report—1946-1948

In these past two years our children have shown a splendid health record. Our main purpose is to keep the children happy and in good health in order that they might obtain the maximum benefit from their school work.

The average rate of absenteeism from school because of illness has only been about $1\frac{1}{2}\%$ and at no time has there been more than 6% of our student body ill at one time. Many different factors have contributed to this low figure—regular hours and good food mean much, also all children receive a multi-vitamin tablet each day and a good oral vaccine product is given throughout the winter months for cold prevention.

New students are examined by our local physician and necessary inoculations and vaccinations are taken care of. The heights of all are checked at the first and last of the school year and the children are weighed monthly. The underweight and smaller children are given an extra boost by a malt-vitamin tonic every day. All children

have Vollmen Tuberculin tests and positive reactors are X-rayed. There has been no evidence of any active pathology.

Those in the Department for the Blind designated to return yearly for an eye-examination by a specialist in Twin Falls are taken along with the new admittances and any of the deaf who need examining.

We have been unable to do much as far as a dental program is concerned because of the current shortage of dentists and their overworked condition. However at the present time we have been fortunate in securing dental equipment which we hope to have installed soon. This will enable us to have the services of a dentist at a specified time here on the campus and will definitely forward and contribute to our dental program.

Out Patient Clinic and Infirmary Report—1946-47

Total Out Patient Treatments	650
Total Infirmary Days	176
Diagnosis:	

Influenza	18
Digestive Disturbances	12
Upper Respiratory Infections	10
Mumps	5
Appendicitis	3
Skin Irritations	3
Orthopedic	1
Pneumonia	1
Undiagnosed Fever	1
Epistaxis	1
Pediculosis	1

1947-48

Total Out Patient Treatments	685
Total Infirmary Days	177
Diagnosis:	

Upper Respiratory Infections	17
Digestive Disturbances	14
Influenza	11
Tonsillitis	2
Skin Irritation	2
Chicken Pox	2
Mumps	1
Scarlet Fever	1
Pneumonia	1
Cystitis	1
Orthopedic	1
Minor Infections	1
Minor Injuries	1

Report of the Matron

The past two years have been packed full of hard work and happy service in sharing the joys and sorrows of some of Idaho's handicapped children.

Working in the Household Department is so much more than just a job. The students, at school nine months of the year, miss much of the home life other children enjoy. For this reason, special attention must be given to employing people who feel that their work is not just a job, but a calling. It is a call to give of our best in loving service and sympathetic understanding. It is a call to, in part at least, fill the place of mother and father in the lives of those entrusted to our care. We consider it a privilege to share such responsibility and often we feel inadequate.

Our aim and desire is to make the dormitories and dining rooms attractive and homey—a place the children will hold in fond remembrance long after graduation. We strive to employ mature, kind, motherly women as Housemothers—women who can best take the place of the children's own mothers for the time they are with us.

The lesson of sharing with others, both in work and play, must be taught if we are to produce well-rounded personalities in our girls and boys. Each child is assigned tasks equal to his ability and under supervision he learns to carry out assignments and bear responsibility. As our Superintendent stated in the Handbook prepared for Housemothers—"Sparing children of tasks within their ability to perform them is not intelligent supervision."

However, we believe that, "All work and no play makes Jack a dull boy," so supervised play is a part of the dormitory schedule. Some new playground equipment is being purchased, which we believe, will be a real asset. The basement playrooms are converted into skating rinks at times during the winter months. Many little dormitory parties are planned where popcorn and apples climax the fun. Each Housemother is encouraged to use her own initiative in planning good times for her own group. In the spring, hikes, picnics, and occasionally a camping trip or a week end at Mr. Driggs' cabin in the hills supply many good times.

The new ice cream maker, modern type, which is to be installed soon, will be of great benefit. Now, more frozen desserts, made of our own dairy products, can be served. Special attention is given to planning well-balanced meals that are appetizing. Plenty of good, nourishing food and regular hours do much in developing strong, healthy bodies and alert minds.

It is with joy and anticipation that we look forward to the beginning of the new school year now approaching. How better could we invest our lives than in loving, serving and training these handicapped ones so worthy of our best efforts?

NONA L. STAGNER,
Matron.

Enrollment

Enrollment—1947-48

Deaf Girls	23	
Deaf Boys	44	
	<hr/>	
Total		67
Blind Girls	6	
Blind Boys	13	
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Total		19
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Total Enrollment		86

1948-49

Deaf Girls	28	
Deaf Boys	40	
	<hr/>	
Total		68
Blind Girls	7	
Blind Boys	12	
	<hr/>	
Total		19
	<hr/>	
Total Enrollment		87

Attendance by Counties

1946-48

Ada	7	Idaho	2
Adams	1	Jefferson	1
Bannock	6	Jerome	3
Benewah	1	Kootenai	7
Bingham	3	Latah	1
Boise	1	Lincoln	1
Bonneville	4	Madison	3
Canyon	7	Minidoka	2
Cassia	2	Oneida	1
Clearwater	2	Owyhee	1
Custer	1	Shoshone	5
Elmore	1	Twin Falls	7
Franklin	1	Valley	1
Gem	1	Washington	3
Gooding	10	Out of State—Nevada	1

Causes of Blindness

1947-49

Unknown	4
Cataract	3
Near Sightedness	2
Brain Tumor	3
Glioma	1
At Birth	1
Undeveloped Retenca	1
Deffective Nutrition	1
Myopia with Bilateral Retinal Detachment	1
Optical Nerve is Drawing	1
Congenital	3
Buphthalmus	1
Pneumonia	1
	<hr/>
	23

Causes of Deafness

1947-49

Unknown	15
At Birth	15
Otitis Media	3
Congenital	8
Meningitis	14
Cerebrospinal, epidemic, cerebral, etc.	
Nerves	1
Hereditary	3
Scarlet Fever	2
Whooping Cough	2
Brain Fever	1
Infantile Paralysis	3
Mastoiditis	1
Blow on Head	1
Streptococcus Infection	1
Tonsilitis	2
Measles	1
Hard Fall	1
Infection	2
	<hr/>
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Financial Statement

	Expenditures July 1, 1947 to June 30, 1948	Estimated Expenditures July 1, 1948 to June 30, 1949	Appropriated & Available 1945-47 Biennium
Salaries & Wages	\$ 96,233.86	\$116,207.20	\$212,441.06
Other Expense—Travel	971.99	2,303.00	3,274.99
Other Current Expense	53,799.76	89,986.51	143,876.27
Capital Outlay	9,339.83	25,403.29	34,743.12
Total	\$160,345.44	\$233,900.00	\$394,245.44
Source of Funds:			
General Fund	\$153,486.65	\$230,158.79	\$383,645.44
Local Income	4,739.45	2,060.55	6,800.00
Endowment Fund No. 77	2,119.34	1,680.66	3,800.00
Total	\$160,345.44	\$233,900.00	\$394,245.44

In conclusion I wish to acknowledge the devoted service rendered this Institution by our State Officials, the personnel and friends of the school.

The Governor of our State and all members of the Legislature and the Budget Officer have always exhibited a genuine interest in the welfare of these children whenever money requests were under consideration.

To the State Board of Education, I wish to express my sincere appreciation for their intelligent understanding of the Institution's affairs. Without their wholehearted support and confidence we would be utterly unable to function properly.

To the Personnel, I wish to acknowledge with gratitude, their service to the Institution during the difficult years of readjustment after the war. Had we not had a great number of reliable, consistent people upon whom to depend, it would have been impossible to carry on effectively.

Products of Idaho's institutions of higher learning deserve special mention at this time, since quite a number of them enrolled in our summer Training Courses during the war emergency. We were indeed fortunate to secure such superior young women to fill our vacancies. They definitely measured up to our anticipations in dignity and ability and were a credit to Idaho's institutions of learning.

